

ILLINOIS ENGLISH BULLETIN

Official Publication of the Illinois Association of Teachers of English

VOL. 46, No. 8

URBANA, ILLINOIS

MAY, 1959

Published every month except June, July, August, and September. Subscription price, \$2.00 per year; single copies, 25 cents. Entered as second-class matter October 29, 1941, at the post office at Urbana, Illinois, under the act of March 3, 1879. Address all business communications to Harris Wilson, 109 English Building, Urbana, Illinois. Address manuscripts and other editorial communications to Wilmer A. Lamar, Editor, Stephen Decatur High School, Decatur, Illinois, or to Frank Moake, Co-Editor, 109 English Building, Urbana, Illinois. Member of the NCTE Information Agreement.

English Classroom Design and Equipment

A Report Based on a Questionnaire Sponsored by
The Illinois Association of Teachers of English

CHICAGO
RUTH S. STICKLE

East Leyden High School, Franklin Park, Illinois

English teachers have published many articles about the problems of course content and method, but over the years they seem to have been strangely silent on the topic of what is desirable in the design and equipment of the English classroom. From time to time the National Council of Teachers of English has appointed committees to investigate the planning of the English classroom without securing any published results. In the fall of 1955 the Executive Council of the Illinois Association of Teachers of English appointed a committee to gather information on the "Ideal English Classroom." The Executive Council considered the data from the Illinois survey on the "Ideal English Classroom" of enough importance to request its preparation for publication. It is their hope that English teachers, administrators, school boards,

Credit for assistance in this project should be given to my co-chairman, Dr. J. N. Hook of the University of Illinois, for the original design of the questionnaire and for frequent suggestions about procedure; to Mr. J. H. Perry of Highland Park High School, Highland Park, Illinois, for assistance in preparing the forms for tabulation of the questionnaire; to Miss Carolyn Bagby of Ponca City Senior High School, Ponca City, Oklahoma, for her leadership in preparing a "Check List for Use in Planning the English Classroom in the Secondary School"; and to my sister, Miss Nellie Stickle, Librarian at East Leyden High School, Franklin Park, Illinois, for help in tabulation of questionnaire responses.

architects, and citizens committees can gain help from knowing what a representative group of English teachers considers necessary and desirable in an English classroom or department.

The work of gathering and sharing information about the "ideal" English classroom has made slow but steady progress. The questionnaire which forms the basis of this report was mailed to all members of the Illinois Association of Teachers of English in May, 1956. One hundred twenty-two questionnaires were returned and tabulated during the summer. In October, 1956, a panel of three speakers presented a summary of the results of the survey at the fall meeting of the association. During 1957 the results of the Illinois survey were compared with those of an Oklahoma survey based on the same questionnaire and coordinated into a joint report published in the *English Journal*, December, 1957, under the title, "Check List for Planning the English Classroom in the Secondary School." This final report reflects present conditions in representative English classrooms in Illinois as well as desirable directions for future planning.

This report follows the sequence of the questionnaire and deals with the classroom, its equipment, and the physical organization of the English Department. Following these summaries of data is a statement of educational principles related to planning English facilities. The appendix includes the questionnaire with data inserted and the checklist as published in the *English Journal*. Either one or both of these items may be useful as aids in surveying teacher opinion, in planning for room or building equipment, or in making yearly additions to existing inventories.

The Plan of the Questionnaire and the Distribution of Schools Responding

The questionnaire was divided into three parts: I. The Classroom, II. The Equipment, III. The Physical Organization of the English Department.

The questionnaire also provided for separation of responses into two groups, A and B. Group A included those teachers using classrooms built and equipped since 1950; group B provided for a description of the "ideal classroom" by those teachers working in rooms built prior to 1950. The table given below shows the distribution of responses by groups according to size of school and age of building.

Table 1 shows that about one-third of the teachers reporting were teaching in classrooms built and furnished since 1950, while two-thirds were using older rooms and equipment. Since the total number of schools reporting in each bracket of high school enrollment is somewhat balanced in distribution, one may assume

that teachers expressing opinions in this study represent a cross section of teaching conditions in secondary schools.

From a study of the geographical distribution of schools reporting, one can make several observations. Practically all schools with over one thousand students are to be found in the northern half of the state. Under that enrollment figure, the schools tend to have state-wide distribution. Only three of the twenty-five largest schools reporting are not located in Chicago or its suburbs.

TABLE I

Distribution of Replies to Questionnaire According to Size of School and Age of Building

High School Enrollment	Group A (Teachers using classrooms built and furnished since 1950)	Group B (Teachers using classrooms built and furnished before 1950)	Total Reporting
75- 499.....	11	26	37
500- 999.....	16	14	30
1000-1999.....	7	22	29
over 2000.....	8	18	26
Total.....	42	80	122

Since every questionnaire carried a figure showing total school enrollment, each questionnaire was grouped with others of similar school size. The four groupings for school size shown in Table I were used throughout the tabulation of data to determine whether or not size of school influenced the responses. The few differences due to school size that were observed are noted in the summaries for each section of the questionnaire.

The English Classroom

The English classroom as described by English teachers responding to this questionnaire would be characterized by adequate space, flexibility of use, pleasant atmosphere, and modern construction. Differences between Group A and Group B responses to the questionnaire were not significant.

The room itself would provide for 25 or more square feet of floor space for each student, plus conference rooms to allow for flexibility in activity.

The walls, which might be either plaster or cement block, would be painted in pastel colors. The window wall would have attractive drapes or blinds as protection against glare or excess radiation of heat.

Fluorescent lighting would be available for use on dark days or evenings.

Either walls or ceiling, or both, would be treated acoustically. The floor would be composition tile over cement.

The heating would be a hot air system.

Air conditioning would be very desirable, particularly if school were to be in session for twelve months.

The above enumeration of details describing an ideal classroom fails to express the personality and the warmth that were revealed in suggestions made under the heading of "Special Aesthetic Features." From these free responses one can build a more adequate picture of the room atmosphere that English teachers desire.

Teachers working in classrooms built since 1950 mentioned the same special features significant for usefulness or beauty as did the teachers planning their ideal classroom.

Both groups want walls and woodwork to be light in color and appropriate to the light exposure of the room. The more intense colors were suggested for doors, for molding, trim on chalk boards and bulletin boards. Where teachers had used rooms with glass block walls, they felt the added light contributed to the attractiveness of the room.

When floor treatment was mentioned as an aesthetic feature, the emphasis was placed on the use of light colors, block patterns, or contrasting borders.

When classroom doors were mentioned, the teachers approved the use of glass in panels in the door and at the side.

Windows in an English classroom gained approval for the attractiveness of the view, the deep window ledge, the use of draperies or venetian blinds. No clear preference for draperies rather than venetian blinds was shown by the replies to the questionnaire. Darkening facilities for the English classroom might be combined with either drapes or blinds.

Whenever the size or proportion of the room was mentioned for aesthetic value, the emphasis was on rectangular shape. When mentioned for usefulness, the request was for a room size appropriate for the circular arrangement of student chairs and desks. Some teachers suggested creating irregular room shapes by the addition or the inclusion of a conference room, an alcove for books, a work area, or a glass-enclosed radio room.

"Space for storage" was mentioned very frequently. Often the mention was entered under "Special Aesthetic Features"; more often the entry was made under "Other Special Features." The list of suggestions for both Group A and Group B included

the following: closed and open shelving; book shelves or cases; map, chart and poster storage; racks for magazine and newspaper display; filing cabinets, and a teacher's coat closet. One teacher suggested using cabinets under the windows. Another mentioned using shelves under a work counter. Several teachers suggested recessed storage.

Teachers rate display space of various kinds as essential in the English classroom. Bulletin boards, using an attractive color to harmonize with the room's color scheme, can be mounted on storage doors, above low cabinets, and in free wall space. The material used might be tack board, cork board, acoustical wall board, or peg board. Exhibit space for art objects, projects, books, and manuscripts might be a movable glass case to be used in hall or room as needed, or a case built into a corridor wall facing toward either hall or classroom or one with exposure to both.

Teachers prefer furniture for the English classroom that is simple and attractive in design, light in color, suitable for easy movement and flexible room arrangement. The chairs for students should be comfortable and adjustable for age and size. The tables or desk arms should provide ample work space for each student and resist carving or mutilation. One teacher's dream included period furnishings appropriate to the courses taught in the room.

Among the aesthetic additions to a classroom that English teachers would make are the following suggestions: pictures, murals, scenic photos, portraits, busts of literary figures, a frieze above the bulletin board, a fernery, a planter, a window box, flower arrangements, a plant stand and plants, a piano, and audio-visual equipment.

While ventilation is not an aesthetic feature, it is a factor in classroom comfort. English teachers want freedom from drafts and good circulation of fresh air.

Equipment for the Ideal English Classroom

The questionnaire listed thirty-one items of equipment which teachers in Group A were asked to rate on a four point scale of desirability and which Group B teachers were asked to approve or reject.

The form of the questionnaire permitted a rough summary of favorable ratings by tallying the responses in the three columns labeled, "My room has this equipment; I find it desirable, useful," "My room hasn't this equipment, but I wish it did have," and

"My ideal classroom would have this equipment." The number of disapprovals or rejections was derived from the totals of the columns labeled, "My room has this equipment; I find it of little value," "My room hasn't this equipment, and I don't miss it," "My ideal classroom would not have this equipment."

The table on page 7 shows a third type of response labeled "Availability." The original questionnaire did not plan for this response, but as used here the term "availability" means that the equipment need not be purchased for every classroom but should be available for "use in" or "loan from" such centers as the library, the AV office, the department office, the bookstore, the school office. Teachers in Group B in planning their ideal classroom used the term so frequently that the tabulations are included separately to show what equipment may be borrowed or shared. The "availability" responses might well be added to those in the column showing approval of equipment.

A study of the tabulated responses to this section of the questionnaire shows a very high acceptance of most of the items listed. The exceptions are worthy of comment.

Green boards may not be of the same quality in all schools and may be hard to clean or use after the original finish has worn off. Schools considering their use should be warned to study and compare qualities of visibility without glare, ease of cleaning, permanence of finish.

Radio and television seem to be less essential equipment than other items listed. In Group A, 16 teachers would like a radio in the classroom while 23 are uninterested. Twelve would like television, while 27 report no interest in having it as equipment.

Sixty-three Group B teachers want radio in the room or available, while 56 want television in the room or available. Only 12 of Group B teachers were uninterested in radio. Thirty rejected television.

The proportionately higher rejection of or lack of interest in radio and television may appear surprising at first. A word of explanation may suggest facets of a very real problem.

At present very few teaching guides to many worthwhile programs receive regular distribution to English teachers. Generally teachers using original telecasts or radio programs do so with limited advance information and with no chance to pinpoint expected learnings by pre-viewing or pre-listening. Teachers are reluctant to use the "unknown" too frequently because inadequate explanations or a misdirected assignment can easily frustrate both students and teacher.

TABLE II

Equipment	Approval	Availability	Indifference or Rejection
1. Movable chairs.....	113		9
2. Dark shades or other equipment for darkening.....	106		14
3. Green boards instead of blackboards.....	66		46
4. Adequate facilities for hanging maps and charts.....	113		7
5. Sufficient maps, charts, globes.....	112		9
6. Adequate files for cumulative reading records, book reports, folders for student work.....	121		1
7. Adequate files for teacher's supplementary materials.....	121	1	0
8. Lockable desk or cabinet for teacher's personal use.....	118		3
9. Adequate shelves for supplementary books, magazines, films, records, etc.....	122		0
10. Adequate bookcases for classroom library.....	121		1
11. Adequate bulletin board space.....	121	1	0
12. Magazine racks for display of magazines, pamphlets, etc.....	94	2	21
13. Adequate books and magazines for classroom library.....	111	1	9
14. Record player.....	103	10	9
15. Tape recorder.....	90	16	11
16. Filmstrip or slide projector (If not in your room, is one readily available?).....	91	18	8
17. Sufficient filmstrips.....	96	10	10
18. Movie projector (If not in your room, is one readily available?).....	79	23	8
19. Movie screen.....	91	19	7
20. Sufficient films, on rental or purchase basis.....	104	10	3
21. Wall clock.....	108		14
22. Tables for student activities.....	105	1	12
23. Typewriter for teacher's use.....	86	7	20
24. Intercom (public address system).....	72	1	28
25. Radio.....	62	17	35
26. Television set.....	45	23	54
27. Speaker's rostrum.....	80	4	31
28. Unabridged dictionary.....	109	1	9
29. Opaque projector.....	83	9	19
30. Sets of dictionaries.....	105	3	7
31. Chart storage space.....	112		6
32. Other equipment (often mentioned by only one teacher) included: teacher's desk-chair on rollers, coat locker with mirror, drinking fountain, lavatory, electric fans for use in May and September, set of encyclopedias, standardized tests, reading rate accelerator, tachistoscope, pencil sharpener, duplicating machine, paper cutter, pointer, stapler, punch, stencil punch, automatic timer, piano, telephone.			

Good programs appearing regularly or announced far enough in advance can be integrated into the units of work. Often very fine programs are scheduled for presentation weeks or months before a class is prepared to use the program content most effectively. In such cases teachers tend to make only incidental use of such programs or to avoid entirely interrupting regular work.

For outstanding evening or week-end programs students are expected to use their own sets. Here students find conflicts in family interests and time schedules. Participation in class discussion of the program seldom involves all the class.

The taping of radio programs and the kinescoping of television tend to overcome some of the problems mentioned by permitting pre-examination for teachable material and by allowing for timely scheduling. Thus the radio and the television set, the original receiving instruments, are replaced by the tape recorder and the film projector, two machines which received high approval in this questionnaire.

No school involved in this survey reported use of closed circuit television.

English teachers using rooms in high schools with enrollments under 1200 report more equipment located in the room. The larger the high school and the more expensive the equipment, the more frequently teachers report borrowing from a central storage room.

Many schools, particularly the larger ones, reported as satisfactory an audio-visual center which stores, operates, and maintains record players, tape recorders, radios, TV screens, films, tapes, slides and discs, and film strip, movie and opaque projectors.

Files for departmental and class records seem to be available in the department head's room, the English office, or the school office.

Typewriters and duplicating machines also seem to be located in an English office, the school office, or the business department.

Comments written into the margins of questionnaires suggest a close liaison with the library for the use of books, magazines and newspapers, magazine racks. This sharing of resources makes duplication of materials less necessary and accounts for some answers showing rejection of desirable equipment.

Physical Organization of the English Department

Architects, administrators, and teacher committees seeking to plan the physical organization of a department to suit Illinois Eng-

lish teachers will find the following preferences basic to job satisfaction and productivity:

- (1) English teachers like English classrooms reserved for exclusive use, or almost exclusive use, of English teachers and dislike sharing rooms with teachers from other departments.
- (2) English teachers like to use their own classrooms during free periods and dislike being required to teach in more than one room. Of 28 teachers reporting the need to share an English classroom, only 6 reported liking the situation.
- (3) Office space for most English teachers is found in the classroom, particularly in schools with an enrollment of less than 2000. Of the 108 teachers replying to this question, none had private offices; 25 generally had no place for conferences; 3 liked sharing an office; 22 disliked using a classroom as an office; 48 were satisfied.
- (4) English teachers favor grouping their classrooms in one section of the building. Of 88 teachers replying to this question, 77 approved the concept of grouping, while 11 liked their location which was not department-related.
- (5) English teachers also approve of locating English classrooms near the library.
- (6) In the use of audio-visual material, English teachers approve the practice of using the equipment in their own classrooms and dislike moving classes to other rooms. While an all-school audio-visual center is the most common plan reported, over half the teachers disliked the sharing of services. Where an all-English center is operated, they report complete approval.
- (7) English teachers would like a special conference room for committee or department meetings. Of 74 responses, 17 indicated such a room was available and satisfactory; 13 said no such room was available and the situation was satisfactory; 44 reported that the lack of such a room was definitely an unsatisfactory condition.

The special features mentioned in free responses as desirable for the physical organization of the English Department are listed below under two headings.

I. FOR THE TEACHER AND HIS CLASS

For journalism, an adjoining work room with typewriters, files and work tables.

For speech and dramatic activities, a small stage or a raised platform, or a classroom adjoining a Little Theatre, or two classrooms divided by folding doors.

For special projects or for audiences larger than one class, a Little Theatre or two classrooms divided by folding doors.

For group work, conference tables and chairs in class rooms or conference rooms.

For informal groups, easy chairs.

For flexibility in type of learning activities within a class, conference rooms, glass walled for visual supervision and large enough to accommodate work groups doing listening, planning, rehearsing, construction, recording.

For teacher's use, a glassed-in office adjacent to a class room.

II. FOR A DEPARTMENTAL "HOME"

A supply room or English office, most needed in larger schools, might store for circulation the following types of materials:

- sets of books to be used for unit work
- sets of standardized tests with directions, keys, answer sheets, pencils, timer
- departmental forms and supplies such as book cards, standards for manuscript form, data cards
- maps, charts, models, posters
- sets of current magazines
- sets of magazine reprints
- picture-clipping file
- book truck for moving books
- audio-visual materials (if there is no all-school center)

A center for professional materials, which in a small school could be the chairman's office or in a large school an English office, might house

- sample texts
- files of professional magazines like the *Illinois English Bulletin* and the *English Journal*
- sample courses of study
- catalogs of publishers

files of departmental units, bibliographies, courses of study

Study-work-conference space for traveling teachers should provide conference rooms with desk and file space in an area near telephone, ditto machines, typewriters, and English resource materials.

Educational Principles Related to Planning English Facilities

An opinion survey such as this on the "Ideal English Classroom" tends to represent best the responses of the average, fairly conservative teacher. The impact of experimental practices tends to be lost because too few teachers are trying similar experiments to give statistical importance to scattered replies. A rating check for "yes" or "no," "satisfactory" or "unsatisfactory" does not indicate adequately a reason for the teacher's evaluation. Such an explanation if given might reveal a very forward-looking philosophy or a justified criticism of materials or service.

English teachers, administrators, and citizens committees who are faced with the problem of improving English classroom design and equipment want more than a report on the *status quo*. The paragraphs which follow attempt to point the way to better planning by suggesting some of the educational principles which support the recommendations highlighted in the results of the questionnaire.

Diversity in Activity Requires Versatility in Classroom and Equipment

Reading, writing, and reciting from a textbook was once the total pattern of English class activity and fitted well into the rigidity of a classroom with desks set in rows and fastened to the floor. Today English courses in secondary schools are most commonly organized by units of study.¹ In addition to the reading, writing, listening, and speaking activities required of all students, the unit emphasizes pupil-teacher discussion of goals and activities, skill in obtaining information from many sources, some diversity in assignments to groups or individuals, and group evaluation of the unit.

In today's classroom the textbook is supplemented by the disc and tape recording, the film and the film strip, library books, paperbound books, magazines, newspapers, pamphlets, demonstrations, displays, radio and television programs, pictures and slides. The diversity of English instructional aids and the variety of

¹ National Council of Teachers of English, (Commission on the English Curriculum) *The English Language Arts in the Secondary School*, p. 69.

ways in which teachers and students may adapt them for class use require classrooms with adequate floor space and with room equipment that can be shifted easily and quickly from one arrangement to another.

An English Classroom Should Provide for Individual Differences

The English classroom and its equipment must provide for the intellectual, the social, the emotional differences of adolescents.² For every student an assignment becomes the center of a cluster of learnings, a composite of facts, skills, feelings, values. For no two students in any class is this composite exactly the same.³ To create the most wholesome composite of learning experiences for each student, the teacher needs first to know the student as an individual, and second to have access to materials which fit the student's learning needs and equipment related to the use of these materials. Some of the ways in which English classrooms can be equipped to meet individual needs are suggested here.

The books for reading and the tapes and discs for listening can span the ability and the interest level of the whole class. The reference shelf or the vertical file of unit materials can do the same.⁴ At the work table or in the work room adjoining a classroom, hand-minded, ear-minded, or eye-minded students can work at projects appropriate to their sensory skills.⁵ Here, too, the creative aspects of language arts can be developed by individuals or groups who are motivated to demonstrate, to act, to draw, or to construct. This same work center can permit shy or slow students to escape from unwholesome competitive pressure which derives from a single standard, and to substitute confidence in accomplishment in another less competitive activity.⁶ Here also the superior students can plan enrichment activities that stimulate independent activity or research. The bulletin boards and the exhibit cases in a room provide both incentive and recognition for creative learning and imaginative doing at different levels and with varied media.⁷ The use of audio-visual materials also complements the learning by varying the approach to understanding and by making mature or abstract ideas simpler and more definite.

² *Ibid.*, p. 124.

³ Edna Ambrose and Alice Miel, *Children's Social Learning: Implications of Research and Expert Study*, p. 58.

⁴ National Council of Teachers of English, *Commission on the English Curriculum op. cit.*, p. 191-2.

⁵ Ambrose and Miel, *op. cit.*, p. 96.

⁶ Association for Supervision and Curriculum Development, *Guidance in the Curriculum, 1955 Yearbook* p. 59.

⁷ *Ibid.*, p. 58.

When consideration for the individual differences in learners dictates the designing and equipping of English classrooms, the atmosphere of a reciting room will be replaced by that of a laboratory or workroom well stocked with materials and equipment to be used by the teacher and the class to promote growth in the language arts and to encourage positive attitudes toward self, the peer group, and the subject matter.

A Conference Room Pays Educational Dividends

The conference room, so much desired by English teachers, makes its contribution to improved instruction by permitting changes in the size of the instructional group. Not every type of learning is best accomplished in groups of thirty. By using a conference room a committee, a panel, an individual can withdraw from the class and engage for a short time or for a whole class hour in a parallel activity. The speaking done in one group need not disturb the test taking, the reading, or the listening done in the other.

A conference room under the visual supervision of the teacher permits both teacher and students to vary the roles they play in learning.

When the class does not need supervision, the teacher can use the conference room to talk with students about their progress, to meet committee chairmen, to hear progress reports, to plan with accelerated groups for research in the library, to record speech patterns of students, to preview with panel members the film they consider using, or to test retarded readers or spellers.

The students using the conference room can learn to work in small groups, to share responsibility for group progress, to communicate opinions and attitudes to one another. They not only learn the subject matter of the English project but also practice the work skills needed for group problem solving, a learning important for democratic citizenship.⁸ Short periods of purposeful activity independent of teacher supervision help students achieve maturity in self-direction as well as added understanding of themselves in the peer group relationship.⁹

A conference room gives privacy to activity and dignity to the work assigned. Often the embarrassment to students caused by their differences or their problems is diminished by the wide variety of activities developed in a conference room. Students who

⁸ National Council of Teachers of English, (Commission on the English Curriculum) *op. cit.*, p. 44.

⁹ *Ibid.*, p. 209.

are shy can be assigned to small groups where friendship and acceptance develop along with participation in the project.¹⁰ Retarded students can work with one another or under supervision to improve their language arts deficiency. The gifted, when the basic class work is finished, can plan enrichment activities or advanced projects. Both students and teacher appreciate the orderliness and control that a conference room can give to a continuing program of parallel class activities focused on different ability levels and on different sized groups and used for many different purposes. A conference room for the English class makes easy and desirable for both students and teacher those communication activities that promote maximum intellectual, social, or emotional learning for all students.

Today's English Classroom Uses Other School Services

In a small school, information about materials and services available to English classes is shared on a personal, teacher-to-teacher basis. Schools, as they grow larger, tend to develop materials centers or service centers through which teachers make requests for needed teaching aids.

English teachers have long recognized the library as a valuable asset and a center for books, magazines, newspapers, pamphlets, and reference materials. Relationships between the English classroom and the library differ in every school, but no English department can consider itself adequately equipped if shortages of library holdings limit the potential of the English curriculum, or if limited library space or limited staff deny important services to individuals, groups or classes.

In the future the tapes, the disc recordings, the strip films, slides and films, along with the machines which play or project them, may come from the library or its auxiliary, the audio-visual center.¹¹ Whether or not the library and the audio-visual center are two separate services or are combined into one materials center, the English department profits when all its teaching aids are easily accessible, are ready for quick circulation, and are in adequate supply for the size of the school.

The English department needs to plan for or to encourage purchase of enough machines of each type to supply class needs in the department.¹² The effective use of films, recordings, tapes,

¹⁰ Association for Supervision and Curriculum Development *op. cit.*, p. 19

¹¹ Louis Shores, "Library and AV Center—Combined or Separate," *NEA Journal* 47: 342-3, May 1958.

¹² Write National Education Association, Department of Audio-Visual Instruction, 1201-16th Street, N.W., Washington 6, D.C., for the latest statement of the minimum equipment needed for each unit of five hundred students.

and slides in any class depends upon having the proper teaching aid available for use at the teachable moment, not a month early or a week late. In order to improve the timing in the use of films and tapes, schools or departments must plan budgets that permit regular purchase of the most frequently used aids and the building of a local film-tape library.

Another type of center that contributes to the effectiveness of English instruction is one providing stenographic or clerical service. Filing cards, typing unit instructions, duplicating exercises, assembling tests, and recording test scores do not require a worker with a college major in English, but are essential parts of English class operation. This clerical service may be provided in the school's main office, in the business education department, or in an English office set up to serve a department of fifteen or more teachers. If English teachers are to exercise fully their professional skill, the school must provide clerical service which frees teachers to do the work for which they are trained.¹³

A Complete English Program Requires Some Special Purpose Rooms

The physical layout of an English department requires many general purpose rooms such as have been described in this report. Specialized training of the handicapped or the talented in reading, speech, writing and acting requires room space with appropriate equipment and design not discussed in this report.

Any persons charged with planning for the complete English program should consider the importance of the following: a center or clinic for remedial and developmental reading; a speech therapy center for testing or training; a publications center for the newspaper, the annual, the literary magazine, the school's publicity to the community; a radio or television studio; a little theatre and an auditorium for use by English, speech and drama classes, as well as the school and community.

Some of the services listed above can be accommodated in general purpose rooms until the growth of the school justifies the employment of a full-time specialist who will develop and equip the room assigned.

Pressures for Change Are at Work

As one studies this report on English classroom design and equipment, one is aware that the teachers predicated their responses upon the concept of one teacher for one room with a set number of students assigned for each period. The English class-

¹³ J. Lloyd Trump, "A Look Ahead at Secondary Education," *Bulletin of the National Association of Secondary School Principals*, 42: 6-8 January 1958.

rooms of tomorrow will grow out of the ones we use today. Some of the pressures which will be most influential in changing the design and equipment of English classrooms as well as the whole school are worthy of note.

The present shortage of teachers is forcing the school to study ways of using staff members more effectively. One type of experiment varies class size.¹⁴ In the future a master teacher may teach very large groups in the auditorium or by closed circuit television. The day following, a group of teachers working under the master teacher may meet the same students in small groups for discussion and question periods. This type of experiment implies the need for an adequate number of rooms of varying size and purpose that are available when needed.

A second type of experiment uses teaching teams that vary from the professional teaching skill of the master teacher to the clerical duties of secretaries.¹⁵ No one teacher possesses in equal degree all of the teaching talents needed in an English class. English teachers vary in their availability to plan, to organize, to speak before large groups, to counsel individuals, to lead discussions, to interpret literature, or to teach writing. Teaching teams pool teachers' strengths and balance inexperience with experience. Experiments in having professional theme graders, in eliminating clerical duties, in freeing the skilled teacher to operate at his highest professional level show promise for changing the way in which staff members are assigned. This type of staff assignment necessitates more office space for teachers and clerks and more conference rooms for the use of teaching teams. This variety in staff assignments requires flexibility in scheduling rooms appropriate in size and equipment.

A third type of experiment uses machines as teaching aids. Films, tapes, recordings, and reading pacers and flash meters are handled by student teachers or part-time teachers under the supervision of a full-time professional teacher. The use of closed circuit television makes possible the assignment of teachers with special skill to those areas of subject matter in which the teachers show the greatest proficiency. One teacher teaches simultaneously as many classes as can be provided with television screens, while other teachers, free for that period, work at advance planning or

¹⁴ G. E. Patterson, L. G. Swenson and R. H. Johnson, "Classes of 10, 20, 45 and 75 Under Varying Conditions Are Taught in Jefferson County, Colorado: A Uncover Effects on Students and Teachers," *Bulletin of the National Association of Secondary School Principals*, 42: 105-107, January, 1958.

¹⁵ Trump, *op. cit.*, p. 6.

which may be developed by an overall study of effective school building and furnishing.

Until more such studies are completed and until the patterns of English instruction change quite radically, this survey of the judgments of well qualified and representative teachers can be used as a basic guide for planning and equipping English classrooms for effective teaching.

BIBLIOGRAPHY

- AMBROSE, EDNA, AND MEIL, ALICE, *Children's Social Learning: Implications of Research and Expert Study*, Washington, D. C., Association for Supervision and Curriculum Development, 1958.
- ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, *Guidance in the Curriculum*, 1955 Yearbook, Washington, D. C., the Association, a department of the National Education Association, 1955.
- "EDUCATIONAL FACILITIES LABORATORIES," *School and Society*, 86: 201, April 26, 1958.
- NATIONAL COUNCIL OF TEACHERS OF ENGLISH, Commission on the English Curriculum, *The English Language Arts in the Secondary School*, New York, Appleton-Century-Crofts, Inc., 1956.
- PATTERSON, G. E., SWENSON, L. G., AND JOHNSON, R. H., "Classes of 10, 20, 35 and 70 Under Varied Conditions Are Taught in Jefferson County, Colorado, to Discover Effects on Students and Teachers," *Bulletin of the National Association of Secondary School Principals*, 42: 165-7, January, 1958.
- SHORES, LOUIS, "Library and AV Center—Combined or Separate," *N.E.A. Journal* 47: 342-3, May, 1958.
- TRUMP, J. L., "A Look Ahead in Secondary Education," *Bulletin of the National Association of Secondary School Principals*, 42: 6-8, January, 1958.
- , "More Staff Utilization Experimentation Is Needed," *Bulletin of the National Association of Secondary School Principals*, 42: 210, January, 1958.

APPENDIX I

The questionnaire on "ENGLISH CLASSROOM DESIGN AND EQUIPMENT" used to survey the members of the Illinois Association of Teachers of English is included in this report for two reasons. The questionnaire alone suggests a pattern for gathering data within a school or a system and gives a comprehensive list of points worthy of consideration.

The tabulated answers show how Illinois English teachers rate each point and how Group A and Group B teachers agree or disagree on questions of design and equipment.

The National Council of Teachers of English, in Collaboration with the
Illinois Association of Teachers of English and the
Oklahoma Council of Teachers of English

Questionnaire on English Classroom Design and Equipment

Your name Name
and location of your school

.....
Grades you teach Total enrollment in
your school Average enrollment in each of
your classes.....

General instructions: All respondents are asked to fill in the blanks above.

Junior and senior high school English teachers who do most or all of their teaching in a classroom built and furnished since 1950 are called Group A, and should fill in the blanks to the left of the heavy vertical line.

Junior and senior high school English teachers who do most or all of their teaching in a classroom built and furnished before 1950 are called Group B, and should fill in the blanks to the right side of the heavy vertical line. These teachers are asked to dream—to indicate the characteristics of the schoolroom they'd like to teach in.

Part III is to be answered only by teachers in schools which have four or more teachers in the Department of English.

PART I—THE CLASSROOM

Special instructions: Group A teachers—Fill in the blank accompanying each question. Then check to indicate whether what you have is Very Satisfactory, Fairly Satisfactory, Unsatisfactory, or Highly Unsatisfactory. Do not use the space to the right of the heavy vertical line.

Group B teachers—Do not write anything left of the heavy vertical line. In the blank at the right, indicate the ideal answer to the question.

PART II—EQUIPMENT

Special instructions:	Group A teachers—place a check mark in
Space 1 to mean	My room has this equipment; I find it desirable and useful.
Space 2 to mean	My room has this equipment; I find it of little value.
Space 3 to mean	My room hasn't this equipment, but I wish it did have.
Space 4 to mean	My room hasn't this equipment, and I don't miss it.

Group B teachers—Do not write anything left of the vertical line. At the right, put Yes if your ideal classroom would have the equipment, No if it would not.

	Group A				Group B
	VS	FS	U	HU	Ideal classroom would have
1. How many square feet of floor space per student? 25 or over. (To find this, divide total square feet of floor space in the entire room by the average number of students in each class.)	17	4	....	....	33
2. What are the dimensions of the window area in the room? 125 ft.	25	2	....	....	42
3. If the walls are painted, what color? Pastels.	32	7	....	....	62
4. If the walls are not painted plaster, describe their composition. Cement block.	8	1	....	....	No consensus
5. Height of ceiling? 10-12 ft.	23	3	....	....	Above 12 ft.—25 10-12 ft.—24
6. Type of floor? Tile.	21	8	....	....	Tile—31 Wood—17 Cork—1
7. Is there a conference room, set off by a glass partition, for teacher-student conferences and special committee work? No.	Yes — 1 7	14	7	....	Yes—59 No—15
8. What provision exists for special speech work, such as a small stage or platform? None	2	4	8	3	Want platform—29 Stage available in auditorium or little theatre—11 Movable stage—1
Nearby stage	1	1	....	....
Nearby intercom.	1	....	....	....
9. What provisions exist for making the room acoustically good?					Microphone—1 Draperies—1
Acoustical tile	17	5	2	0	48
None	1	1	4	3	6
10. What kind of lighting?					
fluorescent	24	1	1	0	47
incandescent	4	5	1	0	6
11. Number of entrances? one	21	9	1	1	24
two	2	0	0	0	48
12. Type of heating? hot air	11	6	4	0	18
hot water	....	....	....	....	24

	Group A				Group B	
	VS	FS	U	HU	Ideal classroom would have	
13. Is the room air-conditioned? no	3	11	9	3	Yes—40	
14. What special features are intended to make the room attractive? See summary statement under "The Classroom."					No—22	
15. Any other special features of the room (excluding equipment)? See summary statement under "The Classroom"						

	Group A				Group B		
	1	2	3	4	Ideal classroom would have		
					Yes	No	Available
1. Movable chairs.	38	2	1	0	74	7	....
2. Dark shades or other equipment for darkening.	9	2	18	10	79	2	....
3. Green boards instead of blackboards.	25	7	2	6	39	33	....
4. Adequate facilities for hanging maps and charts.	24	5	11	0	78	2	....
5. Sufficient maps, charts, globes.	14	1	19	6	79	2	....
6. Adequate files for cumulative reading records, book reports, folders for student work.	28	1	12	0	81	0	....
7. Adequate files for teacher's supplementary materials.	29	0	12	0	80	0	1
8. Lockable desk or cabinet for teacher's personal use.	32	0	6	1	80	2	....
9. Adequate shelves for supplementary books, magazines, films, records, etc.	28	0	12	0	82	0	....
10. Adequate bookcases for classroom library.	28	0	13	0	80	1	....
11. Adequate bulletin board space.	34	0	8	0	79	....	1
12. Magazine racks for display of magazines, pamphlets, etc.	6	0	21	14	67	7	2
13. Adequate books and magazines for classroom library.	13	0	19	8	79	1	1

	Group A				Group B		
	1	2	3	4	Ideal classroom would have		
14. Record player.	20	2	18	6	65	1	10
15. Tape recorder.	18	4	13	5	59	2	16
16. Filmstrip or slide projector (If not in your room, is one readily available? Yes)	16	2	2	1			
	12	0	5	1	56	4	18
17. Sufficient filmstrips.	19	2	14	4	63	4	10
18. Movie projector (Size? 16 mm.) (If not in your room, is one readily available? Yes)	6	0	1	2			
	16	1	4	5	52	0	23
19. Movie screen.	24	1	7	6	60	0	19
20. Sufficient films, on rental or purchase basis.	31	1	6	2	67	0	10
21. Wall clock.	37	1	1	2	70	11	---
22. Tables for student activities.	20	0	12	9	73	3	1
23. Typewriter for teacher's use.	12	0	18	9	56	11	7
24. Intercom (public address system).	27	2	3	7	42	19	1
25. Radio.	6	1	10	22	46	12	17
26. Television set.	2	0	10	24	33	30	23
27. Speaker's rostrum.	9	0	13	17	58	14	4
28. Unabridged dictionary.	21	0	14	5	74	4	1
29. Opaque projector.	13	1	15	9	55	9	9
30. Sets of dictionaries for student use.	24	0	12	4	69	3	3
31. Storage space for charts, posters, other large items.	15	0	21	4	76	2	---
32. Other equipment (please specify). See summary under "Equipment."							

PART III — PHYSICAL ORGANIZATION OF THE DEPARTMENT

Special instructions: Part III should be answered only by teachers in schools with four or more teachers in the Department of English.

Both Group A and Group B teachers are asked to answer the same questions in this part.

In each group of questions, check the one statement that is closest to being an accurate description of your department. Then, in the blanks at

the right, indicate whether you like or dislike the arrangement that you have.

		Like	Dislike
1	a. Designated classrooms are reserved for the exclusive or almost exclusive use of English teachers.	73	1
	b. English classrooms are shared with teachers from other departments.	2	23
2	a. Two or more English teachers sometimes must share the same classroom.	6	22
	b. Each English teacher has his own classroom, which is not used by other teachers.	43	...
	c. An English teacher is frequently required to teach in two or more rooms during the day.	...	32
3	a. Each English teacher, as a rule, uses his classroom as his office.	43	22
	b. Each English teacher as a rule, has his own private office space (not just a regular classroom).		
	c. Each English teacher, as a rule, must share office space.	3	23
	d. Each English teacher, as a rule, has no place for conferences and the like.	...	23
4	a. English classrooms tend to be grouped in one section of the building.	42	...
	b. English classrooms are not grouped together.	11	35
5	a. Most English classrooms are located near the library.	32	1 (no library)
	b. Some half of the English classrooms are not located near the library.	2	47
6	a. An audio-visual center, exclusively for the English Department, is available to all English teachers.	13	1 No AV Center
	b. An audio-visual center is available, but is used by other departments also.	17	1 Poor Center
	c. Audio-visual equipment is available for use of each English teacher in his own classroom.	23	4
	d. English classes usually must go to rooms of other departments for use of audio-visual equipment.	3	14
7	a. A special conference room is available for meetings of groups of English teachers, departmental meetings, etc.	17	
	b. No such special conference room is available.	13	44

Please indicate below any special features that you would recommend for the physical organization of an English Department.

See Summary under "Physical Organization."

APPENDIX II

Check List for Use in Planning the English Classroom
in the Secondary School

The following check list, reprinted from the *English Journal*, includes information obtained from a questionnaire which was sent to English teachers by the NCTE Committee on Design and Equipment of English Classrooms. The summary statements which follow are based on the tabulated results of the questionnaire. This check list should be helpful in planning architectural features and furnishings of English classrooms.

PART I—THE CLASSROOM

1. *Square Feet per Student*
Approximately 25 square feet per student was suggested. Proportions should give good sight lines and flexibility in pupil-desk arrangement.
2. *Size of Window Area*
One wall should contain windows which give light without glare or excessive exposure to sun.
3. *Color of Painted Walls*
Light green was first choice. Other pastel colors were second choice.
4. *Wall Composition*
Acoustical tile blocks or other soundproof materials were recommended.
5. *Ceiling Height*
The height should be established in relation to the length and width of the room.
6. *Floor Type*
Tile over concrete was favored.
7. *Conference Room*
A conference room was considered a must for student-teacher conferences and student committee groups.
8. *Speech Platform or Stage*
A stage, which is portable or collapsible, and a speaker's stand were favored.
9. *Acoustical Provision*
The walls and ceiling should be soundproof.
10. *Kind of Lighting*
Fluorescent lighting was favored.
11. *Number of Entrances*
Two entrances were considered desirable.
12. *Type of Heating*
A good central heating system which avoids extremes in temperature and permits individual room adjustment was favored.
13. *Air Conditioning*
Air-conditioning in some areas was considered a necessity.
14. *Special Esthetic Features*
Some of the special features to make the room attractive were bulletin boards, display cases, convenient storage, flower decorations, space for plants, attractive furnishings, and color in walls and floor covering.

15. *Other Special Features*

Rooms might be designed for special literary periods, i.e., Colonial, Early American, Williamsburg, Elizabethan, etc.

PART II

1. An ideal English classroom should have the following equipment:
 - a. Movable chairs
 - b. Dark shades or other equipment for darkening
 - c. Greenboards, only if they provide for high visibility, easy erasure, and permanent finish
 - d. Adequate facilities for hanging maps, charts, globes
 - e. Sufficient maps, charts, globes
 - f. Adequate files for cumulative reading reports, book reports, folders for student work
 - g. Adequate files for teacher's supplementary materials
 - h. Lockable desk or cabinet for teacher's personal use.
 - i. Adequate shelves for supplementary books, magazines, films, records, etc.
 - j. Adequate bookcases for classroom library
 - k. Adequate bulletin board space.
 - l. Magazine racks for display of magazines, pamphlets, etc.
 - m. Adequate books and magazines for classroom library
 - n. Record player
 - o. Tape recorder
 - p. Tables for student activity
 - q. Public address system (Intercom)
 - r. Speaker's rostrum
 - s. Unabridged dictionary
 - t. Sets of dictionaries
 - u. Storage space for charts, posters, other large items
 - v. Wall clock
2. The following items of equipment in quantities sufficient to serve the department should be available for circulation.
 - a. Filmstrip projectors
 - b. Sufficient filmstrips
 - c. A 16 mm movie projector
 - d. Movie screen
 - e. Typewriter
 - f. Opaque projector
 - g. Records
 - h. Reading accelerator
 - i. Flash meter
 - j. Television set for use with educational channels and closed circuit programs

PART III

PHYSICAL ORGANIZATION OF THE DEPARTMENT

English teachers indicate the following practices are basic to maximum teaching efficiency:

1. Designated classrooms should be reserved for the exclusive use of English teachers.

2. English classrooms should not be shared with other departments.
3. Two or more English teachers should not have to share the same classroom.
4. An English teacher should not be required to teach in two or more rooms during the day.
5. Each English teacher should have a designated place for a conference room.
6. In a school using departmental organization for the curriculum, English classrooms should be grouped in one section of the building.
7. It is desirable to have all English classrooms located as near the library as possible.
8. An audio-visual center should be available which may be shared by other departments.
9. Audio-visual equipment should be available for each English teacher's use in his own classroom.
10. Adequate duplicating equipment or service is a necessity for an English department. A cooperative arrangement with the Commercial department, use of school office clerical staff, or a departmental office with full or part-time clerical help are possible plans.
11. There should be plenty of space for books, magazines, and all materials, and plenty of blackboard and bulletin board space.
12. A storage room for commonly used equipment and supplementary books should be available.

PLANS FOR THE SUMMER

Any plans made for the summer? The University of Illinois is offering an interesting group of courses this year, and though the climate is nothing about which we can brag, the staff and the courses deserve some boasting. Work out a pleasant schedule which suits your convenience, and spend a stimulating eight weeks in Champaign-Urbana.

ENGLISH LITERATURE

Courses for Advanced Undergraduates and Graduates

English 336. English Drama Exclusive of Shakespeare. From 1600 to 1700.

3 hours or $\frac{3}{4}$ unit—	9—	MTWTh	Gwynne
	7-9 p.m.—	Monday	Evans

English 338. Tragedy. Comparative study of masterpieces in several periods of Western culture, with major emphasis on Ancient Greek and Roman, and English Elizabethan and Stuart Drama.

3 hours or $\frac{3}{4}$ unit—	8—	MTWT	Robert
	3-5 p.m.—	Wednesday	Ornstein

English 351. The Mid-Victorian Novel. Thackeray, Charlotte Bronte, Mrs. Gaskell, Dickens, George Eliot, Trollope.
3 hours or $\frac{3}{4}$ unit—3-5 p.m.—Monday, Thursday
Robert Schneider

English 383. English Literature in the Twentieth Century. An introductory survey emphasizing Shaw, the Edwardian novelists, Yeats, Joyce, Lawrence, Eliot, the Bloomsbury group, the satirists of the twenties, and such recent writers as Auden, Orwell, and Graham Greene.
3 hours or $\frac{3}{4}$ unit—1-3—MWF Bruce Harkness

Courses for Graduates

English 403. History of the English Language
1 unit—10—MTWTF Roland Smith
12—Monday

English 405. Middle English. Introduction to Middle English Dialects, with special emphasis on the East Midland.
1 unit—11—MTWTF Roland Smith
12—Wednesday

English 413. Studies in Shakespeare.
1 unit— 11— MTWT Gwynne Evans
7-8 p.m.—Wednesday

English 421. Studies in Eighteenth Century Literature.
1 unit—9—MTWT Robert Rogers

English 484. Problems in Twelfth Century English Literature. Green and Orwell. Prerequisite—a survey of English Literature or consent of instructor.
1 unit—1-3 p.m.—TT Bruce Harkness

English 497. Reading and Research. A course in individual readings from the area of literature as offered by the department at the advanced undergraduate-graduate level. May only be taken concurrently with a 300-level course. No student may offer more than a total of $\frac{1}{2}$ unit of English 497. Prerequisite—consent of instructor of requisite 300 level course.
 $\frac{1}{4}$ unit.

English 499. Thesis Research.
0-4 units.

AMERICAN LITERATURE

English 318. The American Novel—Cooper to Norris. Cooper, Hawthorne, Melville, James, Twain, Howells, Norris.
3 hours or $\frac{3}{4}$ unit— 10 —MTWT Lynn
7-9 p.m.—Tuesday Altenbernd

English 488. Problems in American Literature and Cultural History—Fiction of the West. A survey of the West as a metaphor in American literature and readings in western fiction from 1900.

1 unit—7-9 p.m.—TT

Frank Hodgins

YOUNG POETS OF ILLINOIS

The English Department of the University of Illinois would like to call your attention to and enlist your patronage of a privately published book of poems, YOUNG POETS OF ILLINOIS, to appear at the end of the current semester. The editors are Robert Putnam, winner of the Poetry Prize for 1958, and Peter Hutchinson, a British student in Fine Arts. They are planning a paper-bound anthology of 60-80 pages containing poems by themselves and half a dozen fellow-students. The book will be priced at \$1.00.

This project is to be financed by advance subscription. The Department of English is cooperating by acting as a clearing-house for subscriptions. It will hold subscription money until the printer presents his bill. And it will keep a careful record of subscribers' names and addresses until the books are distributed.

If you are a literary-minded person [as all English teachers surely are] you may enjoy receiving a copy of this book of poems. You can send your \$1.00 to Mary Kay Peer, 109 English Building, Urbana, Illinois.

Yes, I am interested in receiving YOUNG POETS OF ILLINOIS. My money (\$_____) for _____ copy (or copies) is enclosed.

Name

Address